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ABSTRACT

The objective of this study was to determine what selected states in the Northeast are doing in the area of Extension Inner City educational programs that would be of assistance to Massachusetts, other Northeastern states, and other states in the country in developing and implementing programs adapted to current societal needs. Information relating to 15 program areas were collected by interviewing Extension Directors, State Program Leaders, and Inner City Supervisors in the following cities: Hartford, Connecticut; South Providence, Rhode Island; Syracuse and New York City, N.Y., Baltimore City, Maryland; Washington, D.C., Camden and Newark, N.J.; Philadelphia and Pittsburgh, Pennsylvania; and Boston. The data obtained demonstrated that a wide range of informal educational programs are being conducted within the inner cities by the Cooperative Extension Service. The focus of these programs is on locally identified needs of people. The study also shows a wide variation in the organizational structure, staffing patterns, funding arrangements, program structure, and the development of local support. It also points up the need for a close examination of Extension's current approaches to inner-city programs. The three interview outlines used in the study are provided. (DB)

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A STUDY OF INNER CITY COOPERATIVE EXTENSION WORK IN SELECTED STATES AND CITIES IN THE NORTHEAST

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Massachusetts Cooperative Extension Service
University of Massachusetts
Amherst, Mass.
April, 1973

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ERRATUM

Fourth paragraph, page 13, of A STUDY OF INNER CITY COOPERATIVE EXTENSION WORK IN SELECTED STATES AND CITIES IN THE NORTHEAST,

should read as follows:

District of Columbia -- The Extension programs are conducted through Federal City College and the Washington Technical Institute. Satellite offices are provided rent-free by cooperating agencies and organizations.

A STUDY OF INNER-CITY COOPERATIVE EXTENSION WORK IN SELECTED STATES AND CITIES IN THE NORTHEAST

*J. RICHARD BEATTIE

BACKGROUND AND JUSTIFICATION

In a highly urban state such as Massachusetts, in which 82 percent of the population live in urban centers, it is felt that increasing amounts of resources in terms of time of staff and supporting costs should be allocated to educational programs designed to meet the needs of disadvantaged families living within the inner cities.

This concern is well expressed in a quotation from A People and a Spirit(1):

> "The highest priority concerns of America today are focused upon the isolated, less advantaged, and under-utilized people in society. Extension must give increased attention to these people."

The Cooperative Extension Service in Massachusetts strongly supports this concern, as evidenced by the fact that all of its current programs are being reviewed, in order to determine their relevance to the 1970's.

It is believed that such a review will enable the Extension administrators in Massachusetts to make appropriate changes in the allocation of resources, in order to meet the intent of Congress and the high priority needs of the Commonwealth. Also considered highly desirable is a knowledge of what the Cooperative Extension Services in other states are doing in their Extension programs in inner cities. Information on these activities could assist Massachusetts and other states to develop and implement programs to meet current societal needs.

With these thoughts in mind, the study was proposed, planned, and initiated, in the spring and summer of 1971. The collection of data was completed in the fall and early winter of that year; and the analysis and preparation of the report was completed in 1972.

(1) A report of the Joint United States Department of Agriculture and National Association of State Universities and Land Grant Colleges Extension Study Committee, Page 60.

*Associate Dean and Associate Director of Extension, College of Food and Natural Resources, University of Massachusetts at Amherst.

OBJECTIVE

The objective of this study was to determine what selected states in the Northeast are doing in the area of Extension Inner City educational programs which would be of assistance to Massachusetts, other Northeastern states, and other states in the country in developing and implementing programs adapted to current societal needs.

METHOD AND PROCEDURE

Fifteen areas in which data would be collected were specified and defined. These are as follows:

1. The kinds of programs being conducted.
2. Times when the various programs were initiated.
3. Accomplishments which have been attained.
4. Future expectations.
5. The basis used for determining areas or neighborhoods in which programs were to be developed.
6. Utilization made of inner city councils.
7. Role of the state supervisor.
8. Role of the inner city supervisor.
9. Funding arrangements.
10. Arrangements for office space and equipment.
11. The background and experience of staff members employed for inner city programs.
12. Types of in-service training provided for staff members.
13. Cooperative relationships developed with the offices of the mayors and city councils.
14. Types of support received from the universities involved.
15. The Cooperative Extension Service relationships with local, state, and federal agencies within the inner cities.

In order to obtain data regarding these areas, three interview outlines were developed with the assistance of Dr. J. Neil Raudabaugh, Extension Service, United States Department of Agriculture. One outline was developed for use in interviewing the Cooperative Extension Service State Directors; one for interviewing the State Supervisors; and the third for interviewing the Inner City Supervisors. While the interview outlines differed to some extent in regard to the types of data sought, there was some overlapping in the specific areas.

The interviews were conducted in order to obtain first-hand the attitudes of the people who are directly involved with inner city programs. It was considered to be highly desirable that the procurement of data be through personal interview rather than through the use of a mail questionnaire. Copies of the interview outlines are in the Appendix of this report.

In following this procedure, visits were made to the following states and cities within these states:

State	Cities	State Extension Director
Connecticut	Hartford	Henry M. Hansen, Associate
Rhode Island	South Providence	Dr. David F. Shontz (Acting)
New York	Syracuse and New York City	Dr. Edward H. Smith
Maryland	Baltimore City	Dr. Robert E. Wagner
District of Columbia	Washington	Dr. Joseph C. Paige
New Jersey	Camden and Newark	Dr. John L. Gerwig
Pennsylvania	Philadelphia and Pittsburgh	Dr. Thomas B. King
Massachusetts	Boston	Dr. Arless A. Spielman

Data were collected in these states and cities through interviews with the staff members who had administrative and supervisory responsibilities for the Extension Service inner city programs.

FINDINGS OF THE STUDY

The data obtained in the interviews demonstrated that a wide range of informal educational programs are being conducted within the inner cities by the Cooperative Extension Service. The focus of these programs is based on locally identified needs of people; and the programs are serving as stepping stones for future endeavors of a like nature. The programs have served to introduce the concept of Cooperative Extension Service to the inner city.

In this section of the report, the results of the analysis of the data are related to the areas of investigation, and findings for each area are listed. In addition, a statement of the purpose of each of the activities cited is included.

1. NATURE OF INNER CITY PROGRAMS BEING CONDUCTED, AS NOTED BY THE EXTENSION DIRECTORS, STATE PROGRAM LEADERS, AND INNER CITY SUPERVISORS

- Four 4-H drill teams sponsored by the Newark, N.J. black policemen's association. The purpose of this program is to develop leadership, self-discipline, team spirit, and pride of accomplishment.

- Drug abuse clinics for youth in New York City. This is an educational effort to acquaint young people with the harmful effects of drugs.

- Mini-parks and beautification programs developed by 4-H people in the Roxbury and Dorchester sections of Boston, and in Philadelphia. The purpose was to teach

young people how to build small parks, construct window boxes, and plant and maintain flowers as a means of beautifying disadvantaged neighborhoods in their communities.

- East Harlem tenant training program in New York City. The purpose is to teach prospective tenants simple housekeeping skills before they move into low-income housing units. The teaching is done by para-professionals who were trained by Extension home economists.

- Recreational programs for 4-H and youth sponsored by the Police Athletic League in South Providence, R.I. The purpose is to develop leadership, self-discipline, team spirit, and pride of accomplishment.

- Clothing, textiles, money management, and family relationship programs. These are in operation to a limited degree in the majority of the cities visited; and the programs are directed primarily to the needs of low-income families.

- Consumer education programs for homemakers in New York City. Radio and television are being utilized to reach ethnic groups including Puerto Ricans with timely information on economical food purchases.

- Woodworking, small engines, ceramics, citizenship, and horticultural projects for youth in Hartford, Conn., and Roxbury and Dorchester, Mass. The purpose is to teach youngsters how to work with their hands, build confidence in themselves, and develop a sense of accomplishment for a job well done.

- Alternate Learning Centers for Youth at Hartford, Conn. The program is designed to encourage youngsters who are about to drop out of school to continue their schooling. Counselling, encouragement, and opportunities in technical trade schools are important in this program.

- Tutorial programs for disadvantaged youth in South Providence, R.I. The program was developed to assist "slower learners" with their studies so that they can remain in school. Interested and concerned citizens are recruited to provide tutorial assistance.

- Use of Work Study students in the 4-H program in Baltimore City, Md. and Boston, Mass. These programs ranging from community beautification to tutorial efforts were designed as learning experiences for the 4-H youngsters and the students who worked under the supervision of members of the inner city Extension staff.

- Forums for youth leaders dealing with neighborhood problems in South Providence, R.I. These programs were designed to help people understand neighborhood problems and how they could work together to solve the problems.

- Expanded Food and Nutrition programs are being conducted in each state and city visited. The purpose of these programs is to improve the diets of low-income people.

2. INITIATION AND PROGRAM DEVELOPMENT PROCESSES OF INNER CITY PROGRAMS

Significant data were obtained on the processes utilized in the initiation and development of inner city programs. There was considerable variation in the ways in which the first programs were started and in the financing of the various programs in the inner cities.

- Baltimore City, New York City, and the New England States initiated Extension Consumer Marketing Education programs in 1948. The New England program was a six-state cooperative effort with headquarters in Boston, Mass. These programs were supported by special federal marketing funds. Work in these areas has expanded and developed since 1970, and now includes the Expanded Food and Nutrition Program for both adults and young people.

- In Massachusetts, an inner city program was initiated in Boston for low-income families in 1961. This program was first supported from Smith-Lever funds. A 4-H program was developed in Roxbury and Dorchester in 1963 and supported from private and Smith-Lever funds.

- In South Providence, R.I. and in Newark, N.J., inner city programs were started in 1963. These programs were supported with Smith-Lever funds and Special Needs Funds from Extension Service, United States Department of Agriculture, beginning in 1970.

- In Hartford, Conn., an inner city program was initiated in 1963. This work was supported first with Special Needs Funds provided by Extension Service, United States Department of Agriculture.

Since 1969, the major thrust of these programs has been in nutrition. It was in 1969 that special funds were provided by the Secretary of Agriculture to develop an Expanded Food and Nutrition Program throughout the nation. In 1970, Congress appropriated funds to expand further such efforts; and in 1971 Congress approved funds to include a 4-H component.

In each of the cities studied, an effective Expanded Food and Nutrition Program, including both adults and youth, has been developed and is

functioning effectively. In this study, Expanded Food and Nutrition program activities have been listed, but the major focus of the study was on the Extension programs in both the adult and youth areas which had been developed prior to 1970.

3. ACCOMPLISHMENTS, AS REPORTED BY STATE EXTENSION DIRECTORS, STATE PROGRAM SUPERVISORS, AND INNER CITY PROGRAM SUPERVISORS

Many accomplishments were identified in the course of the study, and there was a wide range of types of programs, their results, and their values. The accomplishments most frequently stated were as follows:

- Changes in the attitude and confidence of Extension staff members in their being able to cope with inner city problems.
- Acceptance of Extension's efforts by low-income families, and by inner city agencies and organizations.
- The increased visibility that Extension has experienced with the offices of the Governor, the Mayors, and the Presidents of the Universities.

Other accomplishments included the following:

- Young people involved with Extension programs have gained confidence in themselves and are furthering their studies.
- Many low-income families have shown improvements in nutrition.
- Career ladders are being established for paraprofessionals who have been associated with the programs.
- Extension through its counseling efforts is providing young people with a much-needed feeling that someone cares about them.
- Increasing numbers of young people are gaining employment as a result of 4-H programs, due in part to the confidence that they are beginning to have in their abilities.
- Parents are participating in programs to raise funds for special youth projects such as day camps, tours, and youth bands.
- Tenants in low-income housing units have developed pride in housekeeping skills as a result of Extension's educational efforts.
- Extension programs have helped some low-income families find alternatives to their present way of life.

4. FUTURE EXPECTATIONS

Data obtained in the study should be of much assistance in charting the course of the Cooperative Extension Service in educational work in the inner cities. Needs, problems, program adjustments, educational techniques, and relationships with clientele were among areas on which attention was focused.

The findings in regard to future expectations are presented in three parts -- views of the State Extension Directors, views of the State Program Supervisors, and those of the Inner City Program Supervisors.

Future Expectations as Seen by the State Extension Directors

Key points regarding the future derived from interviews with the State Directors include the following:

- The need for educational programs offered by Extension is great.
- Inner city programs will be strengthened as cooperative linkages are established at the city, state, and federal levels.
- More financial support will be needed from the cities and from federal sources if such programs are to expand.
- More involvement with local decision makers is highly essential if programs are to have a strong local base of support.
- Adjustments in resources will be made as retirements occur which will enable states to shift more resources into such programs.
- Educational programs should be broadened beyond nutrition to include clothing, family economics, homemaking skills, human relations, and child care.
- Volunteer leaders will continue to serve an important role.
- Contractual arrangements with city, state, and federal governments will be utilized to help finance long-term and short-term educational programs.

Future Expectations as Seen by the State Supervisors

The State Supervisors consider more interaction and coordinated effort among inner city agencies as essential to further expansion of the programs to inner city families. They also see a need to blend new Extension programs with the traditional programs, and to teach indigenous leaders how to develop programs which focus on needs of inner city families, and which are evaluated in terms of their relevancy and accomplishment.

More specifically, the State Supervisors consider the following necessary for effective future development of Extension inner city programs:

- The adult and 4-H nutrition programs should be combined and identified as one Extension program.
- Programs should focus more on the needs of low-income families, but Extension should not neglect traditional programs.
- Agencies within the inner city are looking for more guidance and program direction from Extension; and Extension can provide the common thread for coordinating many programs within Extension's area of competency.
- Extension should devote more effort to teaching community leaders how to develop programs.
- There should be continuous evaluation of programs in terms of their relevancy to the needs of the people they are serving.

Future Expectations as Seen by Inner City Supervisors

The Inner City Supervisors see a need to develop relevant learning experiences based on the specific needs identified by the people of the inner city as well as by members of the Extension staff. All age groups should be considered in the efforts to develop and conduct programs. The Supervisors reported that organizations appeared to be more interested in giving their support to programs which have a potential for immediate tangible accomplishment.

In more specific terms, the Inner City Supervisors indicate that the following should be done:

- New techniques should be utlized to help motivate people.
- Teaching should be done at basic levels with emphasis placed on skill types of programs such as sewing, cooking, and home repair.
- More attention should be directed to senior citizens' programs.
- Greater use of demonstrations as a teaching technique should be made.
- Paraprofessionals should be more widely used in teaching specific programs.
- Young people should be encouraged to continue their education at levels appropriate to their abilities, aptitudes, and interests.
- Extension staff members should pass along their highest values to the young people; and young people should be exposed to the various cultures.

The Inner City Supervisors also indicated that:

- Youth programs will expand as the satellite type of operations increases within the inner city.
- The likelihood that cities will contribute substantially to such programs is not realistic at the present time.
- Cities are more interested in immediate solutions to problems, and favor short-time projects such as day camps, tours, etc.

5. BASIS FOR DETERMINING AREAS OR NEIGHBORHOODS IN WHICH WORK WAS TO BE CONCENTRATED, AS SEEN BY EXTENSION DIRECTORS AND STATE SUPERVISORS

There was a great deal of variation in the ways in which the locations for inner city programs were determined. The following were reported by the Extension Directors and the State Supervisors:

- Data were utilized which provided information concerning the concentrations of welfare recipients.
- Location selection was determined primarily on the needs identified by local people.
- Requests for assistance were received from concerned parents, agency representatives, and the Mayor's office. Some of these requests were sent to the President's office at the University; others went directly to the Cooperative Extension Service office.
- When requests for assistance were received at the University, they were referred to the Cooperative Extension Service, which responded to the request within the limits of resources.
- Neighborhoods were selected for programs where very little in terms of assistance was being offered to disadvantaged people.

The Extension Directors and the State Supervisors recommended:

- More efforts be devoted to determining areas of need. Many people in such agencies as housing authorities, departments of public welfare, and youth services within the Mayor's office could help to identify neighborhoods where the need is great.

6. USE OF INNER CITY COUNCILS OR ADVISORY COMMITTEES

Inner City Advisory groups were being utilized in some areas in connection with Extension programs in cities. These groups take different forms and can be a valuable factor in the initiation and development of

programs. Following are highlights of some of the uses made of such advisory groups.

- South Providence, R.I., Syracuse, N.Y., and Newark, N.J., have Inner City Advisory Councils.

- In South Providence, the council is composed of 21 people. They elect their own chairman, secretary, and treasurer, and have a constitution and by-laws. The council meets monthly during the fall, winter, and spring. The Inner City Supervisor meets regularly with the council and relies heavily on the guidance of council members.

- In Syracuse, the Advisory Committee is composed of 15 to 20 people, who are asked to serve by the Inner City Supervisor. They represent various agencies, and they deal essentially with the Expanded Food and Nutrition Program.

- In Newark, there is a Youth Advisory Council composed of 12 people. The Inner City Supervisor meets regularly with this Council.

- In Syracuse, Philadelphia, and Pittsburgh, the Advisory Council is established on a county-wide basis, and is involved with all Extension programs in a given county. There is inner city representation on this Council.

The establishment of inner city program committees or councils is being considered by several states. The majority of the Extension Directors, State Supervisors, and Inner City Supervisors believe that such a council, if it is properly organized and has clear-cut purposes and objectives, could be highly effective in identifying needs, and in determining programs and their direction.

There was a distinct feeling expressed by all of those interviewed that such councils should include low-income people representative of indigenous groups within the neighborhood, and agency representatives within the inner city.

There appears to be a preference for the Program Development Committee, rather than the Advisory Council. The feeling was expressed that the committee should not exceed 15 to 20 people, that it should have elected officers (president or chairman and secretary), and that the membership be on a rotating basis.

7. ROLE OF THE STATE SUPERVISORS, AS SEEN BY THE EXTENSION DIRECTOR AND THE STATE SUPERVISOR

There are definite responsibilities that are in the realm of the State Supervisor and others that are logically in the area of the Inner City Supervisor, in the effective conduct of Extension programs in the inner city.

The Extension Directors and the State Supervisors see the State Supervisor working closely with the Inner City Supervisor in the following areas:

- Assisting in providing staff resources to implement programs.
- Assisting in providing orientation programs for new staff.
- Helping in the planning and implementation of in-service training programs for all staff members who have inner city Extension responsibilities.

The State Supervisor is responsible to the Extension Director or Associate Director.

8. ROLE OF THE INNER CITY SUPERVISOR, AS SEEN BY THE EXTENSION DIRECTORS, STATE SUPERVISOR, AND INNER CITY SUPERVISOR

The role of the Inner City Supervisor is considered to include the following:

- Responsibility for supervising, planning, and implementing the inner city program.
- Assisting in obtaining adequate facilities for staff members.
- Counseling with staff members.
- Developing working relationships with other agencies.
- Assisting in recruiting staff and helping with the orientation programs for new staff members.

9. FUNDING AND FACILITIES, AS REPORTED BY THE EXTENSION DIRECTORS

Funds and facilities for the conduct of inner city Extension programs have been obtained from a variety of sources.

Sources of Funds

Major sources of funds are state and federal (Smith-Lever) funds. Special grants and contributions from service clubs, professional associations, foundations, and church-affiliated groups are providing financial support for short-time projects such as day camps and tours. In some cities, state funds make up the largest percentage; in others federal funds (Smith-Lever) were relied upon most heavily.

In Maryland, state and federal funds amount to 85 percent of the cost of supporting the Baltimore City program. The balance of 15 percent comes from Baltimore City. This was the only city in the study that made a significant contribution to the program.

In South Providence, R.I., a large percentage of the cost was provided from state funds allocated to the Cooperative Extension Service.

In New York City, Hartford, Conn., and Pittsburgh, Pa., currently, the complete costs are provided from state and federal (Smith-Lever) funds.

In Syracuse, N.Y., and Pittsburgh, Pa., funds are provided from county, state, and federal sources.

In Boston, Mass., the cost of the program is equally divided between state and federal (Smith-Lever) funds.

Jersey City, N.J. is not one of the cities included in the study, but it was learned that the salary of a full-time home economist was provided by the city for the Expanded Food and Nutrition Program.

Future Funding

There was a consensus that, even though the need is great to expand inner city Extension programs, it is not realistic to expect substantial funding from the cities at this time.

Most Directors interviewed indicated that they would be making adjustments within their organizations to provide additional resources for such programs, whether or not there is an increase in state and federal funds. This could be accomplished, for example, by shifting positions and resources, as members of the staff resign or retire.

The majority felt that, in order to have any real impact within the inner city, substantial increases in federal funds will be required.

There is a strong commitment on the part of the Extension Directors and members of their staffs to continue and to expand the inner city programs within the limits of their resources.

10. OFFICE SPACE AND EQUIPMENT, AS REPORTED BY EXTENSION DIRECTORS

In each city included in the study, there were satellite operations, in addition to the central city offices. These included youth centers, churches, store front locations, agency rooms, homes, and housing authority meeting facilities. This situation was true for both the youth programs and the adult programs. These "neighborhood offices" ranged from three to four locations in some cities to as many as 25 in Boston. In each city, there was a linkage in terms of program coordination and supervision among these neighborhood informal offices.

How Facilities Were Obtained

There were many different ways in which these kinds of facilities were obtained in the various programs, as indicated below:

- South Providence, R.I. -- The State Supervisor and Inner City Supervisor located the current facilities.

- Hartford, Conn. -- The state and inner city staff members worked with the Hartford Housing Authority in locating five office facilities which are provided without charge to Extension.

- Syracuse, N.Y. and New York City -- A person on the Cornell University campus has specific responsibility for locating office facilities. He works closely with the members of the state and inner city staffs on this assignment.

- Baltimore City, Md. -- The Baltimore City campus of the University of Maryland provides office space, with the Extension Director finalizing arrangements.

- District of Columbia -- The central office for inner city programs is located at Federal City College, the name of which was changed to Washington Technical Institute, July 1, 1972. Satellite offices are provided rent-free by cooperating agencies and organizations.

- Camden, N.J. -- Office space is provided by the Camden branch of Rutgers University. In Newark, N.J., office space is provided by the Newark branch of Rutgers University. Both facilities house the Expanded Nutrition Program. The Extension Director is responsible for finalizing arrangements.

- Philadelphia and Pittsburgh, Pa. -- The state staff and the inner city staff work closely with the County Commissioners and the City Council in locating adequate facilities.

- Boston, Mass. -- The State Supervisor and the inner city staff members are responsible for locating adequate facilities in Boston's South End and in locating offices in Roxbury and Dorchester.

Leasing Arrangements

There also were different arrangements under which the facilities were provided, some with lease provisions, and others without.

- South Providence, R.I. -- The University of Rhode Island pays the monthly rental bill for the central office facilities plus electricity and heat. There is a five-year lease with the option to renew. The city provides rent, heat, light, and water for the three satellite offices, while the University pays the telephone bill. The lease is signed by the Vice President for Business Affairs at the University of Rhode Island.

- Hartford, Conn. -- There are no leases at the present time.

- Syracuse, N.Y. -- The President of the County Executive Association is responsible for the leasing arrangements. The University made such arrangements for the office in New York City.

- Baltimore City, Md. -- There is an informal agreement between the two campuses of the University of Maryland -- the College Park branch and the Baltimore City branch.

- District of Columbia -- There are no leases at the present time.

- Camden, N.J. and Newark, N.J. -- The Camden and Newark branches of Rutgers University have provided office space at no cost to the Extension program.

- Philadelphia, Pa., and Pittsburgh, Pa. -- The Extension Executive Committee, the County Commissioners, and the City Council are responsible for leasing arrangements. The chairman of the County Extension Executive Committee signs the lease.

- Boston, Mass. -- The University pays a monthly rent for its central office facilities in Suffolk County.

General Services Administration (GSA) Assistance in Locating Office Facilities

New York and Massachusetts were the only states in the study which received assistance from the General Services Administration in locating facilities. Office space in Cambridge, Mass. was located for an Expanded Food and Nutrition unit with assistance from the General Services Administration.

Sources of Clerical Support, Equipment, and Supplies

In each of the cities included in this study, the Cooperative Extension Service provides the clerical support, equipment, and supplies.

11. BACKGROUND AND EXPERIENCE OF PROFESSIONAL STAFF DESIRABLE FOR INNER CITY POSITIONS, AS SEEN BY EXTENSION DIRECTORS AND STATE AND INNER CITY SUPERVISORS

Information was obtained on a number of aspects of this subject from those interviewed in the study.

Academic Background

The academic backgrounds of value included the following:

- Behavioral and Social Sciences
- Public Administration
- Home Economics
- Education
- Extension Education
- Human Relations

While a Master's degree was not required by most states for an inner city position, the consensus of the Extension Directors and the State Supervisors was that it would be most helpful.

Kinds of Experience Desirable

A number of types of experience desirable for people in such positions were suggested by those interviewed.

- Public school teaching in the inner city.
- Public Administration in the inner city.
- Volunteer work such as with hospital and youth organizations.
- Experience with another inner city agency.
- Peace Corps experience.
- Vista experience.
- Church work with youth groups.
- Counselling experience.
- Thorough understanding of the Cooperative Extension Service and how it functions.

There was a consensus among those interviewed that the academic background and experience listed above is highly desirable; but that it is extremely important that persons selected for inner city positions should be able to relate well with people, possess maturity of judgment, have a strong commitment to inner city work, and be emotionally stable.

Responsibilities, Policies, and Practices In Recruitment of Professional Staff

Various procedures are followed in the recruitment of professional staff.

- Generally, it is a cooperative effort involving State Program Leaders, State Supervisors, and Inner City Supervisors.

- New York has a person with personnel and staff development responsibilities who prepares job descriptions and handles the recruitment of staff members. This person works closely with the state, county, and inner city staff in doing the recruiting.

- Job descriptions are used in each state and provide the guidelines for the positions to be filled. All professional positions are cleared with the Extension Director and he in turn makes his final recommendation to the appropriate governing body at his institution.

- Orientation of new staff is a cooperative effort involving the staff development leader or training officer, subject matter specialist, and the State Program Leader.

There was complete agreement that more time and effort should be devoted to the orientation and training of new staff members; and also that such training should be provided within a very few weeks of the time the person is employed.

12. KINDS OF IN-SERVICE TRAINING, AS SEEN BY STATE SUPERVISORS AND INNER CITY SUPERVISORS

The study produced considerable data regarding in-service training, and the way in which it is set up and conducted.

People Involved in Planning and Implementing the Training

It is a cooperative effort involving State Supervisors, with inputs from the members of the inner city staffs.

- New York, Pennsylvania, Maryland, and New Jersey have state-wide in-service training committees, the members of which play a major role in identifying the needs and assisting in the preparation of in-service training to meet the needs.

Role of the State Supervisor and Inner City Supervisor

These people help to identify the needs and assist in planning, coordinating, and implementing the in-service programs to meet the needs of the members of the inner city staff.

Kinds of Training Which Proved Helpful

Cited were kinds of training that have been found especially helpful in the conduct of programs.

- How to get along with people.
- How to motivate people.
- Field demonstrations on how to do a specific job, such, for example, as how to make home visits.
- Subject matter training in given areas, such as nutrition, family economics, clothing, child care, and family relations.
- Staff relationships and group dynamics.

It was generally felt that subject matter training needs are being adequately met. The great need was for training programs in how to motivate and how to work effectively with people.

Place of Interstate Cooperation

The significance of interstate cooperation was considered in the study, and opinions obtained on its value.

- The majority of the staff interviewed felt that there was a place for interstate cooperation, primarily in terms of sharing the "trainers" who have been particularly effective in providing in-service training in specialized fields such as how to motivate and how to work effectively with people.

- Most State Supervisors and Inner City Supervisors felt that it was not practicable to plan interstate in-service training programs at this time. The cost involved was considered prohibitive. The exchange of trainers between states is taking place and this should be encouraged and expanded.

Use of Consultants

Nearly every state in the study has employed consultants to assist with in-service training programs, and those interviewed indicated they were pleased with the results. Consultants have been employed from within the University, from other universities within the state and neighboring states, and from organizations and associations within the inner city. A few consultants had volunteered their services for short term training programs.

Time Devoted to In-Service Training by Supervisors

The percentage of time devoted to in-service training ranged from five to 35 percent on the part of Inner City Supervisors.

Results of the Training

While tangible results are difficult to measure, those interviewed indicated the following to be results of the in-service training:

- Staff members are better prepared to cope with the daily problems.
- Staff members are beginning to have more confidence in themselves and in their ability to plan, develop, and implement the inner city programs.
- Staff members are better prepared to understand and appreciate the problems with which they are working.

There was complete agreement that progress was slow, and that positive results of such training often do not manifest themselves for a year or two after people are exposed to or participate in such training. There was agreement, also, that this training is an important part of the total Extension program, and that the time involved was for the most part well spent.

13. EXTENSION'S RELATIONSHIPS AND RESPONSIBILITIES WITH THE MAYOR'S OFFICE AND WITH THE CITY COUNCILS, AS SEEN BY EXTENSION DIRECTORS, STATE SUPERVISORS, AND INNER CITY SUPERVISORS

There was great variation in the relationships of the Extension Service to the local government in the person of the mayors and the city councils.

Contractual Arrangements

The only contractual arrangement noted in the study was in Jersey City, N.J. where a Memorandum of Understanding had been developed and signed with a cooperating agency under Title I of the Secondary Education Act, and which directly involved the Mayor's office in that city.

Involvement of City Hall in Inner City Programs

While efforts were being made to inform the Mayor's office and the City Council of Extension programs in the inner city, there was little direct involvement on the part of the Mayor or the City Council.

The exceptions were in New Jersey and Massachusetts, where the Youth Services Department in City Hall has been directly involved in several 4-H programs.

Extension Directors were in agreement that it is highly desirable to develop closer working relationships between Extension and the mayors and councils; and they indicated plans to increase their efforts in this area.

Responsibility for Developing and Improving Relationships With the Mayor's Office and the City Council

In the majority of the states in the study, the development and improvement of Extension relationships with the Mayor's office and the City Council, is a cooperative effort with the State Supervisor and the Local Supervisor having the major responsibility.

Most of the Extension Directors indicated that they were directly involved in developing such relationships but were indirectly encouraging the State Supervisors and Inner City Supervisors to build these relationships.

14. KINDS OF SUPPORT RECEIVED FROM THE UNIVERSITY, AS REPORTED BY EXTENSION DIRECTORS

Support ranged from little to a great deal in the areas covered by this study.

Administrative Support

Administrative support ranged from minimal to excellent, but most of the Directors indicated that the Presidents of the Universities were interested and did support these programs.

- In Rhode Island, the President personally helped to locate office facilities at the start of the program in South Providence.
- In New Jersey, the President and the Board of Governors drafted and approved a resolution strongly supporting Extension's efforts within the inner city.

- In Connecticut, the President's office provided funds to help initiate the program in Hartford; and the President personally participated in the renovation of the office facilities.

- In the District of Columbia, the President of Federal City College provided funds for special Extension projects at the beginning of these programs.

Funding

While the Presidents in two states and the District of Columbia provided some funds to initiate inner city programs, no funds are currently being received from the President's office in the two states. Limited financial assistance is being received from the President's office in Federal City College in the District of Columbia.

Commitment

The Extension Directors indicated that commitment in the President's office ranged from the very minimum to strong in support of these programs. There was agreement that more time and effort will be required in keeping the President's office, the Board of Trustees, and key administrators on the University campus informed about Extension programs being conducted within the inner city.

15. INVOLVEMENT OF OTHER COLLEGES, SCHOOLS, AND DEPARTMENTS WITHIN THE UNIVERSITY IN THE PROGRAMS

The Directors indicated that the involvement of other units within the University has, for the most part, been minimal. There were exceptions where cooperative arrangements among members of the staff have been developed with other units within the University, which required no additional compensation in support of inner city programs. In most instances, however, Extension pays for assistance received from other units on the campus.

A few Directors suggested that they are exploring joint appointments with other schools or departments on the campus, as a possible technique for involving more faculty members with Extension type programs.

16. RELATIONSHIPS WITH LOCAL, STATE, AND FEDERAL AGENCIES, AS SEEN BY EXTENSION DIRECTORS, STATE SUPERVISORS, AND INNER CITY SUPERVISORS

Most of the Directors stated that their Inner City Supervisors felt that development of the relationships with other agencies should be a cooperative effort, involving first the Inner City Supervisors because of their day-to-day working relationships with these agencies. However, the Extension Directors and the State Supervisors should and do play a key role in assisting with the development of these relationships at the state level.

In New Jersey and Massachusetts, there have been occasions where paraprofessionals within the inner city have been most effective and helpful in developing and strengthening relationships with local agencies.

No state relies on one person to develop relationships with other agencies at the state or local levels. It was the consensus that Extension workers, both professional and paraprofessional, should be encouraged to build these relationships.

Perception by Inner City Extension Staff of the Functions and Operations of Cooperating Agencies

Since the great majority of the members of the Extension staff employed within the inner city are relatively new, it is understandable that much remains to be done by the local staff, in familiarizing themselves with the functions and operations of the cooperating agencies with which they are closely associated.

Considerable time and effort will be required in this area; and this area has high priority in each state.

Cooperating Agencies' Perception of Extension's Functions within the Inner City

There was complete agreement that some progress has been achieved. But it was also generally agreed that considerable more time and effort would be required on the part of both Extension and the inner city agencies, in order that each better understand the other's functions and operations.

However, there has been considerable progress in this area and various examples were cited.

- Agencies are now asking Extension for support in programs in 4-H, home economics, and youth work.
- Agencies are participating in cooperative programs.
- Agencies are being asked and are assisting in recruiting Extension staff for both professional and paraprofessional positions.
- Extension is no longer considered to be a competing agency.
- Working relations have been greatly improved.

IMPLICATIONS FOR FUTURE IMPLEMENTATION OF RELEVANT INNER CITY EXTENSION PROGRAMS

Among the significant implications which have been identified as a result of the study are the following:

- Without exception, the Extension Directors, State Supervisors, and Inner City Supervisors firmly believe that inner city Extension programs should be expanded.

- The people interviewed felt that the current programs which are highlighted in this report are relevant and are serving basic needs. But they also believe that additional subject matter areas should be developed in child care, family economics, human relations, clothing, textiles, and consumer education. In addition, many felt that skill projects such as ceramics, metalcrafts, woodworking, small engine repairs, housekeeping skills, furnishing, refinishing, and home repairs should be developed for both young people and adults.

- The Extension Directors were concerned with their present administrative and program structure for conducting inner city programs, and were in the process of making some adjustments.

- Programs in the inner city have been slow in developing with the exception of the Expanded Food and Nutrition Program. Though the accomplishments have been modest, they have been significant in terms of demonstrating Extension's ability to work effectively with low-income families.

- There was complete agreement that substantial funding will be necessary, regardless of the source, if Extension is to make significant impact on inner city problems.

- There was a consensus that it is not realistic to believe that substantial funding will come directly from the cities, but rather from federal sources earmarked for specific programs as in the case of the Expanded Food and Nutrition Program. However, there was a strong feeling that cities should be contributing more substantially to the inner city programs.

- There was agreement that considerable more attention should be given to the reorganization and strengthening of existing inner city councils or development committees. It was noted that more representation from the poor themselves is needed on such committees, and that the function and the purposes of these committees should be clearly delineated.

- The three accomplishments most frequently listed were: (1) Changes in the attitude and confidence of Extension staff in being able to cope with inner city problems; (2) Acceptance of Extension's programs by the poor, and by the inner city agencies; and (3) The increased visibility that Extension has experienced with the President's office at the University, the Governor's office, and the Mayor's office as a result of these programs.

- Obtaining adequate facilities, equipment, and supplies for these inner city programs has not been a major problem in any state or city visited in the study.

- The academic training and experience of staff members employed for inner city programs strongly indicates that the traditional background is no longer adequate to meet the needs of these programs. Academic background in the social and behavioral sciences was stressed, but equally important is demonstrated maturity, stability of character, and ability to work effectively with people.

- In-service training programs are now focusing on "How to motivate and work with people," along with the regular subject matter training.

- Administrative support from the universities has generally been strong.

- Support and involvement of other units within the University has been minimal.

SUMMARY

The study demonstrated that Extension has been successful in moving into the inner city with educational programs designed to meet the needs of low-income people. While the results have been modest, the effectiveness of Extension's educational efforts has been recognized by agencies in the inner city and by local and state government officials.

The study also shows a wide variation in the organizational structure, staffing patterns, funding arrangements, program structure, and the development of local support; and points up the need for a close examination of Extension's current approaches to inner city programs, in order to find ways and means to strengthen the programs.

Very evident is the strong commitment on the part of Extension Directors, State Supervisors, and Inner City Supervisors to expand the inner city programs. However, to do so will require substantial increases in funds to support Extension inner city programs. Some of these resources should come from the cities which so far have provided only minimal resources, but federal sources seem the most likely source of most of the needed funds.

The data obtained indicate the need for further studies. The function and organization of advisory councils, the relationships of professionals and paraprofessionals, determination of program locations, and funding arrangements are areas to which additional studies can be profitably directed.

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INTERVIEW OUTLINES

QUESTIONS TO BE RAISED WITH COOPERATIVE EXTENSION SERVICE DIRECTORS RELATIVE TO INNER CITY PROGRAMS

I. KINDS OF EXTENSION PROGRAMS BEING CONDUCTED WITHIN THE INNER CITY.

a) What does the director see as to future expectations of these programs?
b) What is the basis for determining areas or neighborhoods in which the work is to be conducted?
c) Is there a linkage between areas or neighborhoods in terms of program coordination?
d) Major accomplishments realized to date.

II. HOW ARE THE PROGRAMS ADMINISTERED?

a) Vertical structure within Cooperative Extension.
b) Horizontal structure within Cooperative Extension.
c) Are advisory councils or other relevant groups utilized?
d) How is membership determined?
e) Purpose - size of group - tenure - extent of involvement?
f) Are indigenous groups involved in any way?

III. WHAT IS THE ROLE OF THE LOCAL EXTENSION CITY OR COUNTY SUPERVISOR AS SEEN BY THE DIRECTOR OF EXTENSION?

a) To whom is he directly responsible?
b) Does the director see this program as a university, county, or city program?

IV. FUNDING

a) How are funds obtained in support of inner city programs?
b) Does the city contribute funds in support of these programs?
c) Percent of support received from the city in terms of the cost of the program?
d) Implications of revenue sharing for such programs?

V. OFFICE SPACE

a) How obtained?
b) Leasing arrangements?
c) Does GSA assist?
d) Who signs leases?
e) Who provides clerical support, equipment, and supplies?

VI. BACKGROUND AND EXPERIENCE OF STAFF HIRED FOR INNER CITY PROGRAMS.

a) Academic background that is desirable.
b) Kinds of experiences that are desirable.
c) Who is responsible for recruiting?
d) Are ethnic groups involved?

VII. COOPERATIVE EXTENSION RELATIONSHIPS WITH THE MAYOR'S OFFICE AND WITH THE CITY COUNCIL.

a) Is there a formal contract?
b) Is City Hall directly involved with the program?
c) Who is responsible for public relations efforts with City Hall?

VIII. KINDS OF SUPPORT RECEIVED FROM THE PRESIDENT OF THE UNIVERSITY.

a) Administrative
b) Funding
c) Commitment
d) Are other colleges and departments within the university involved?

IX. RELATIONS WITH LOCAL, STATE, AND FEDERAL AGENCIES.

a) Who is responsible within Extension to improve and strengthen relationships with cooperating agencies?
b) Does the local Extension staff understand the functions and operations of the cooperating agencies?
c) Do the cooperating agencies understand Extension's functions within the inner city?

QUESTIONS TO BE RAISED WITH COOPERATIVE EXTENSION SERVICE STATE SUPERVISORS RELATIVE TO INNER CITY PROGRAMS

I. KINDS OF EXTENSION PROGRAMS BEING CONDUCTED WITHIN THE INNER CITY.

a) What does the state supervisor see as to future expectations of these programs?
b) What is the basis for determining areas or neighborhoods in which the work is to be conducted?
c) Is there a linkage between areas or neighborhoods in terms of program coordination?
d) Major accomplishments realized to date.

II. HOW ARE THE PROGRAMS ADMINISTERED?

a) How often does the state supervisor meet with the Extension agent to discuss the local program?
b) Does the state supervisor meet with the advisory council and with indigenous groups?
c) What is the extent of involvement of such groups in the program?
d) Is the administrative chain of authority well understood by local staff and the advisory council?

III. WHAT IS THE ROLE OF THE LOCAL CITY OR COUNTY SUPERVISOR AS SEEN BY THE STATE SUPERVISOR?

a) To whom are they directly responsible?
b) Does the state supervisor see this program as a university, county, or city program?

IV. BACKGROUND AND EXPERIENCE OF STAFF HIRED FOR INNER CITY PROGRAMS.

a) Academic background that is desirable.
b) Kinds of experiences that are desirable.
c) Who is responsible for recruiting?
d) Are ethnic groups involved?

V. IN-SERVICE TRAINING

a) Who is involved in planning and implementing such training?
b) What is the role of the state supervisor in such an effort?
c) Kinds of training that have been most helpful?
d) Is there a place for inter-state cooperation?
e) Have consultants been used?
f) How much time is spent in this effort?
g) What were the expectations?
h) Results realized?

QUESTIONS TO BE RAISED WITH COOPERATIVE EXTENSION SERVICE LOCAL CITY OR COUNTY SUPERVISOR RELATIVE TO INNER CITY PROGRAMS

I. KINDS OF EXTENSION PROGRAMS BEING CONDUCTED WITHIN THE INNER CITY.

a) What does the local supervisor see as to future expectations of these programs?
b) What is the basis for determining areas or neighborhoods in which the work is to be conducted?
c) Is there a linkage between areas or neighborhoods in terms of program coordination?
d) Major accomplishments realized to date.

II. HOW ARE THE PROGRAMS ADMINISTERED?

a) What is the role of the local supervisor?
b) To whom is the local supervisor directly responsible?
c) Does the local supervisor meet regularly with an advisory council or its equivalent?
d) Is the advisory council deeply involved with the program?
e) Is the administrative chain of authority well understood by local staff and the advisory council.

III. BACKGROUND AND EXPERIENCE OF STAFF HIRED FOR INNER CITY PROGRAMS.

a) Is the local supervisor directly involved in the selection of staff?
b) If so, indicate kinds of academic background or training that are desirable.
c) Kinds of experiences that are desirable.
d) Are ethnic groups involved?

IV. IN-SERVICE TRAINING

a) Who is involved in planning and implementing such training?
b) What is the role of the local supervisor in such an effort?
c) Kinds of training that have been most helpful?
d) Is there a place for inter-state cooperation?
e) Have consultants been used?
f) How much time is spent in this effort?
g) What were the expectations?
h) Results realized.

V. RELATIONS WITH LOCAL, STATE, AND FEDERAL AGENCIES

a) Who is responsible within Extension to improve and strengthen relationships with cooperating agencies?
b) Does the local Extension staff understand the functions and operations of the cooperating agencies?
c) Do the cooperating agencies understand Extension's functions within the inner city?

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